

英 語 指 導 一 試 案

伊 藤 俊 一

昭和36年6月、金沢に於て、語学教育研究所、金沢大学主催で、北陸英語教育研究大会が開催された。その時、高校の部の授業実演を担当したので、その教案、準備、実演、反省等をここに記してみたいと思う。

大体に於て平常行っている方法を取りながら、より運用を主とした形態へともっていきたいと思い、出来るだけ教材の理解にさく時間をきりつめて、sheaking, hearing の drill へとわりふることにした。そして教師の独演にならぬように、生徒への質問、発言の機会を多くし、いかにして生徒の耳、眼、口、手を働かせるか、という点に留意した。

教材は、以上の方法がとりやすいように、口語的表現、すなわち運用可能な構文、語句に豊む課を選んだ。高校2年生の使用している The New Beacon English Readers 巻2 第5課 Brother and Sister の一部である。この課は英国の女流作家 George Eliot の作品 “The Mill on the Floss” の adaptation である。

Maggie's heart began to flutter with fear. She dared not tell the sad truth at once, but she walked after Tom in trembling silence, thinking how she could tell him the news so as to soften his sorrow and his anger. For Maggie dreaded Tom's anger more than anything.

“Tom,” she said timidly when they were out of doors, “how much money did you give for your rabbits?”

“Five shillings and sixpence,” said Tom promptly.

“I think I've got a great deal more than that in my purse upstairs. I'll ask mother to give it you.”

“What for?” said Tom. “I don't want your money, you silly thing. I've got far more money than you, because I'm a boy.”

“Well, but, Tom—I want you to buy some more rabbits with it.”

“More rabbits? I don't want any more.”

“Oh, but, Tom, they're all dead.”

Tom stopped immediately in his walk and turned round towards Maggie. “You forgot to look after them.” His cheeks became red for a moment, then pale again. “I don't love you, Maggie. You shan't go fishing with me to-morrow. I told you to go and see the rabbits every day.”

He walked on again.

“Yes, but I forgot—and I couldn't help it, indeed, Tom. I'm so very sorry,” said Maggie, while the tears rushed fast.

“You're a naughty girl,” said Tom severely, “and I'm sorry I bought you the fishing-line. I don't love you.”

“Oh, Tom, it's very cruel,” sobbed Maggie. “I'd forgive you if you forgot anything.”

I wouldn't mind what you did—I'd always forgive you and love you."

"Yes, you're silly—but I never do forget things—I don't."

"Oh, please forgive me, Tom; my heart will break," said Maggie, shaking with sobs, clinging to Tom's arm and laying her wet cheek on his shoulder.

Tom shook her off, and stopped again, saying sharply, "Now, Maggie, you just listen. Aren't I a good brother to you?"

"Ye-ye-yes," wept Maggie.

"But you're a naughty girl. Last holidays you spoilt my paint-box, and the holidays before that you let the boat drag my fishing-line away when I'd set you to watch it, and..."

"But I didn't mean it, said Maggie; "I couldn't help it."

"Yes, you could," said Tom, "if you'd attended to what you were doing. You're a naughty girl and you shan't go fishing with me to-morrow."

With this terrible conclusion Tom ran away from Maggie towards the mill, meaning to see Luke there and talk to him about the rabbits.

Maggie stood motionless—except from her sobs.

教案は次のように作ってみた。

TEACHING PLAN

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I. Class: 2nd Grade (11th Grade), Class B

II. Period: 50 minutes

III. Teaching Material: "Brother and Sister" (the New Beacon English Readers 2)

IV. Aims :

- (a) To develop the pupils' abilities of hearing and speaking as well as of reading and writing.
- (b) To let the pupils notice and use colloquial expressions.

V. Aims of today's lesson (pp. 29: 1-31:14) :

- (a) To let the pupils grasp the outline by listening to the teacher's oral introduction.
- (b) To let the pupils practice hearing and speaking by questions and answers.
- (c) To let the pupils identify and use such sentence structures as :
 - "You shan't (shall not) go fishing with me tomorrow."
 - "I'd forgive you if (even if) you forgot anything."
 - "You could (have helped it), if you'd (you had) attended to what you were doing."
- (d) To let the pupils understand the meaning and the use of such words and phrases as : flutter ; in trembling silence ; more than anything ; timidly ; promptly ; to give it you ; what for ; except from her sobs, etc.

VI. Procedure :

(a) Review : (Books closed)

Recitation of memorized sentences by the pupils, followed by drills based on them.

"I wouldn't buy any sweets at school just so as to save the money."

"We'll go and fish in the river tomorrow, won't we?"

"You know I needn't have bought it, if I hadn't liked."

(b) New Materials :

1. Oral Introduction, followed by Test Questions.

2. Explanation with occasional Drills and Questions and Answers

3. Reading (Model Reading and Chorus Reading)

(c) Assignment of Home Task :

以上大体型どおりの教案であるが、次に実際の授業の運びに従って、順次、教師の腹案、生徒の応答、などについて述べてみたい。

先づ Review であるが、これは 前の時間に与えてある宿題の整理にあたると同時に、運用面での drill をする重要な部分として、多少時間を多くかけた。生徒は上記教案の VI (a) に記してある三つの文章を暗記して来ている。先づ原文を或生徒にあてて暗誦させ、正しく出来たら全生徒に chorus で繰り返えさせる。すぐそのあとで第一の文に対しては次のような口頭作文をさせた。勿論教科書は閉じたままである。

問、彼は試験準備のため野球をしようとしなかつた。

答、He wouldn't play baseball so as to prepare for the examination.

この際、drill の重点を so as to と wouldn't に置くため to prepare for the examination という表現は、時間の節約もあって板書した。

問、彼は自分自身よく泳げなかったが、その子供を救うために水にとびこんだ。

答、Though he was not a good swimmer himself, he jumped into the water so as to save the child. (下線部は板書)

この drill で注意したことは、あてた生徒が正しい解答を出すのに時間のかかる場合、あまり間を置かず、必要な助言を与えて、正解へと導びくことである。そして Chorus のあとで又、あまり積極的でない生徒にあてて、口をひらかせるのもよいと思う。

次に第2文の drill としては Tag-question に重点を置いた。方法は、最初教師が英文を言って、生徒には Tag-question の部分のみを言わせた。例えば、

問 "You didn't come to school yesterday,"

答 "did you?"

問 "You've been reading Hamlet since this morning."

答 "haven't you?"

正解が出たら全体を通して、Chorus で言わせ、必要とあれば個人にあてる。

第3文に対しては、やや複雑な practice をさせた。すなわち、You know という部分を除いた仮定法の文をとりあげて、実際に過去に於て 'I' が行った動作は、I bought it. であることを確認させてから、今度は逆に、過去の事実、動作を述べる文を与えて仮定法の文を口頭で作らせたのである。

問 He sang a song for them.

答 He needn't have sung a song for them, if he hadn't liked.

問 You ate the cake.

答 You needn't have eaten the cake, if you hadn't liked.

問 She told him the truth.

答 She needn't have told him the truth, if she hadn't liked.

最初生徒は多少まどづくが、可成りのスピードを以つて practice を行えば、intensive な drill として効果があると思う。複雑なようであるが、上記答の下線部分のみを意識的に変換することにより、needn't have～及び hadn't liked 等構文の practice が unconscious drill の対象になり得るので、大した混乱は招かないと思う。

以上で Review のうち drill を終り、次の Oral Introduction. を行つた。Introduction とはいふものの、前半は、前の授業で習った部分の Outlineであるので、Review の続きでもある。

As we have already read in the previous lesson, Tom came home at last. Maggie was very happy because he had bought her a new fishing line. Besides, he promised to take her to the river the next day. But there was one thing that she was very much afraid to tell him. She was afraid to tell him that his rabbits were all dead. He had asked her to go and see the rabbits every day, but she had forgotten to look after them, so they were all dead.

She was so afraid that she could not tell him the sad truth at once. She first asked him how much money he had paid for his rabbits, and when he said that he had paid 5 shillings and 6 pence, she said she could give him the money to buy more rabbits with. As you see, Maggie tried her best to soften his anger and sorrow. But it was useless. He got very angry when she finally told him the truth. He said, "You are a naughty girl. I don't love you. You shan't go fishing with me tomorrow." With these terrible words, he ran away from her towards the mill. She stood there motionless—except from her sobs.

Test Questions は次のようなものを行なった。

What did he buy for her?

What was she afraid to tell him?

What did he ask her to do every day?

Did she do as she was told?

When Tom said he must go and see his rabbits, did she tell him the truth at once?

How much money did he pay for the rabbits?

Was he very angry when he heard the news?

What did he say to her?

生徒にためらいがみえるときは、多少質問を変えて、Yes, No, で答えられるものにしたり、助言を与えることは言うまでもない。あてた生徒に答えさせずに、次の生徒へうつることは極力避けるべきであろう。

Test Questions and Answers が終わってから、生徒に本を開かせ、時折 drill や質疑をまぜながら説明を行なった。教案V(c)及(d)に列記してある表現、語句に重点を置いて説明を進めたが、(c)の第3文の仮定法については、Review で行なつたと同様な practice を、次の時間にする下地として、書き換え作業をさせてみた。

過去→過去の事実と逆の仮定文

例問 You could not help it, as you did not attend to what you were doing.

例答 You could have helped it, if you'd attended to what you were doing.

問 He sang a song for them, as they insisted.

You ate the cake, as she made it.

He could not buy the book as he had no money with him.

He passed by the pond, so the child was not drowned.

以上の説明及び drill が可成り時間をとったので、最後の Reading が満足に行えなかったのが心残りであった。出来れば、男生徒と女生徒の dialogue 形式で、intonation も自然な調子で Reading させたらよかったと思う。

宿題としては、V (c) にあげた 3 つの文の暗誦を課した。Reading の時間不足と共に、反省すべき点は、やはり Oral Introduction が難解になりがちなことである。もっと短かく平易な文で行なうべきであった。Test Questions もそうである。五十嵐新次郎氏の講評のなかでもこのことは指摘された。